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After one year, a folloup study was made of graduates of the Jackson County Adult Evening High School Completion Program; it supplemented teacher and student evaluations and a followup study made the year before of the first year graduates. The questionnaire used was about the same as the one used the year before (1967). It was found that age, sex, marriage, and family responsibilities did not prevent attendance. Many graduates received promotions, job changes, and increased income; a significant number planned to continue their education. Most of them praised the teachers highly and felt that the amount of work required was about right and that the required or elective subjects were helpful. It is recommended that the program be continued and that federal, state, and local agencies try to secure financial help. (eb)

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A FOLLOW-UP STUDY OF THE ONE HUNDRED AND ELEVEN GRADUATES - CLASS OF 1968 OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM.

BY

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PROJECT ADMINISTRATOR

COMPLETED IN APRIL, 1969

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PREFACE

The Jackson County Adult Evening High School Completion Program is completing its third year of operation.

Upon completion of the requirements for graduation from this program, adult students are awarded regular high school diplomas by their resident school district if they live in Jackson County, or by the school attended (attendance centers in Jackson County) if they are not residents of a school district in Jackson County.

The first graduating class numbered forty-one adults who took part in formal graduation exercises the evening of May 15, 1967. A follow-up study of this class was made approximately one year after graduation.

The second graduating class numbered one hundred and eleven adult students who graduated the evening of April 23, 1968. It is this class with which this follow-up study will be concerned.

A third class of adults will soon graduate on April 22, 1969. This class numbers one hundred adult graduates and will be the subject of another follow-up study about a year from now.

This adult high school completion program has been a cooperative venture of the Jackson County Board of Education, local school districts of Jackson County and the Community Action Organization (originally Clinton-Jackson Counties C.A.O. - now River Valley C.A.P. of Delaware, Dubuque, and Jackson Counties).

Funding for this program was at first primarily from federal O.E.O. sources. Each subsequent year the amount of federal support has been reduced, while the county support has increased. At the present time, about one-third of the cash outlay is federal money, and about two-thirds is county money. This does not include in-kind contributions of classrooms, equipment, heat, lights, custodial services, etc., which is provided by the local school districts of Jackson County.

ACKNOWLEDGEMENTS

I wish to acknowledge the students enrolled in this adult program, both past and present, who do much to encourage others to enroll, by setting such a fine example to follow. These students exhibit the courage it takes to resume their high school studies after many years away from the classroom at an age where family responsibilities could easily interfere.

I would also like to acknowledge the teachers of these adults, who have adjusted so well to the teaching of adults. Most of these teachers have full-time day school responsibilities, but willingly accept the challenge of teaching adults even though it means longer hours and more work.

Also to be acknowledged for their efforts are the guidance-counselor, area workers, office staff, and all others who in any way have helped to speed this program on its way.

A very special acknowledgemant is due to the adult graduates who have responded to this and earlier questionnaires. It is very encouraging and rewarding to receive the high percentage of returns of questionnaires of any kind. It, indeed, helps make the results of these studies most valid.

Acknowledgement is also made to the local boards of education, schoolmen of Jackson County and the populace of the county who have supported and continue to support this program.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Whenever a new program (an educational experiment, if you please) is undertaken, answers to a large number of questions remain unanswered until the program has been in operation over a given period of time.

Attempts to evaluate these programs are made to determine their success or failure, and whether they should be continued, expanded, or discontinued.

A follow-up study of the graduates from this program is one more attempt to evaluate this program.

The Purpose:

The purpose of this one-year follow-up study is to supplement the other types of evaluations which have been made of this program.

This is perhaps the "acid" test of the success or failure of programs of this type.

These results should either justify the existence of programs of this type or fail to justify their continuation and expansion.

Related Studies:

Forty-one graduates in 1967 were followed-up approximately one year after graduation and the results of this study were published in a book entitled, Vocational Education Amendments of 1968, Part 2, which were the results of hearings before the General Subcommittee on Education of the Committee on Education and Labor in the House of Representatives of the 90th Congress, second session on H.R. 16460.

Since this program is unique in many respects, there are no other studies identical to this one, to the knowledge of this writer.

This follow-up study supplements six teacher evaluations, six student evaluations, as well as the earlier follow-up study made of the first-year graduates. All of the evaluations and follow-up studies mentioned are original with this program.

Assumptions:

It is assumed by this writer that the questionnaire used is understood and the questions asked are correctly understood and answered by the respondents.

It is futher assumed that the respondents will answer the questions in all honesty.

These two assumptions are fairly safe to make since the questionnaire itself contained definitions of terms that might be misunderstood, and the questionnaire used was similar to the one used a year earlier, where all of the forty-one graduates of 1967 returned the questionnaires for a 100% return.

Questionnaire:

The questionnaire used in this study is almost identical to the one used the previous year. This questionnaire contains a little more detail and explanations of terms used were also added.

A copy of the three-page questionnaire used will be found in the list of exhibits, labeled Exhibit A.

Hypotheses:

It is our belief that if the Jackson County Adult Evening High School Completion Program is achieving what it ought to be achieving, there should be some apparent and recognizable changes for the better in the lives of our graduates.

There should be some immediate benefits as well as some long-range benefits.

Some of the immediate, readily measurable benefits will perhaps be promotions on the job, job changes, or continuation of their education.

Other immediate benefits, not so readily measurable, might be better citizenship, a feeling of accomplishment, more pride, self-satisfaction, etc.

Long-range benefits should become apparent in future 3-5-10-year follow-up studies of these graduates. Housewives, not currently interested in jobs, may well look for employment when their children are older. Other graduates may have completed additional educational training, or experienced further job advancements.

The questionnaire was designed to measure or record whatever benefits may have accrued within the brief period of ten months or so after graduation, as stated by the respondents.

Results of this study:

It is hoped that the results of this study will further substantiate the desirability of programs of this type, and encourage more adults to enroll in programs of this type.

It is further hoped that these results be widely publicized to encourage federal, local, and state officials to help provide the necessary funds for the establishment and expansion of programs of this type, as well as to encourage additional adults to enroll in this program.

Any adult who does not have a high school education is a potentially unemployable person, even though he or she may be gainfully employed at the present time. For this reason we feel that this program is a preventive as well as a remedial program for adults who have not completed their high school education.

Last, but by no means least, we would hope that the results of studies such as this would encourage school districts to review their existing policies pertaining to dropouts, and to examine the possibilities of more individualized approaches in their teaching methods as one way of reducing the high dropout rates in our regular day schools.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time worker: One who regularly works part-time for wages.

Full-time worker: One who regularly works full-time for wages.

Unemployed worker: One who is temporarily out of work.

Disabled worker: One who cannot work because of physical handicaps.

Required subjects: Subjects in which one unit of credit is required of all students in this adult program. Specifically these subjects are: English 10 and 11, Math, Science, American History and Government.

Elective Subjects: Any subject other than the required subjects listed above.

Tuition student: Any adult student who pays tuition charges of any amount.

Non-tuition student: Any adult who does not pay tuition because of economic need or physical handicap.

Nearly all of these terms are also defined on the questionnaire where it was felt that any misunderstanding might arise.

Method of Attack:

The questionnaire used was very similar to the one employed in the follow-up study of the class of 1967 a year earlier. This year's questionnaire was expanded to include a little more detail, and some terms were defined on the questionnaire, where clarification was felt necessary.

On February 10, 1969 - one hundred and eleven letters, questionnaires, and return self-addressed stamped envelopes were mailed to the Jackson County Adult Evening High School Graduates - Class of 1968. Two weeks were allowed to lapse before a second letter , questionnaire and return envelope were mailed to non-respondents to the first letter. Two more weeks were allowed to pass before a third letter, questionnaire and return envelope were mailed to the remaining non-respondents. An additional two weeks were allowed to pass before contacting the remaining non-respondents that could be reached by telephone. One week lapsed after the phone calls to the non-respondents before tabulating and writing of the results.

Fifty-seven (57) adults of the class of 1968 responded to the first letter. Fifty-four second letters were mailed on February 24, 1969. Thirty-three (33) adults responded to the second questionnaire. Twenty-one third letters were sent March 10 to the adults still not responding. Fourteen (14) adults responded to the third request. The remaining non-respondents who could be reached were contacted by telephone. Two of these responded to the call within one week.

No further attempts were made after the phone calls and on March 31, 1969 the results were tabulated and the written report begun.

A total of 106 adult graduates of the class of 1968 responded for a total return of 95.49%.

It should be pointed out that two-of the respondents were in the service, one in Vietnam, whose mothers had completed part of the questionnaires. In these two instances only the general information and responses to questions 1 and 2 pertaining to employment were recorded. So from question 3 on there will be two less respondents than in the general information section and questions one and two.

CHAPTER II

FINDINGS

General Information Gathered by the Questionnaire:

The general information section of the questionnaire yielded several types of information.

Table I lists the present ages and sex of respondents of the class of 1968.

Age and Sex:

TABLE I

PRESENT AGE AND SEX OF THE RESPONDENTS

ADULT CLASS OF 1968

AGE	MALE	FEMALE
19		4
20		4
21	1	6
22		2
23	1	3
24	1	5
25	2	1
26	2	
27	2	3
28	1	3
29	3	1
30	2	2
31		1
32	2	4
33	3	2
34	1	5
35	2	1
36	2	1
37	3	5
38	2	1
39	2	
40		3
41		1
42	1	1
43	1	1
44		1
45	1	
46		1

Age and Sex -continued:

AGE	MALE	FEMALE
47	1	1
50	1	1
53		1
54	1	
55		2
59		1
TOTALS	38 men	68 women

Total respondents men and women 106.

The age and sex of the five non-respondents are:

1 female age 22
1 male age 22
2 males age 24
1 male age 46

Present Addresses:

The present addresses of the respondents were requested to update our address file for future follow-up studies. These addresses also give us some idea of where these people have moved, if they have moved. Table II presents these findings.

It should be mentioned that the three adults who are presently living in California and Oregon expressed their intent to return to Maquoketa in the near future.

Regardless of where these adults may live in the future, the locality in which they live will certainly benefit in many ways, i.e., socially, economically, etc.

TABLE II

PRESENT ADDRESSES OF THE RESPONDENTS

ADULT CLASS OF 1968

MAILING ADDRESS	NUMBER AT THIS ADDRESS
Albany, Oregon	1
Andrew, Iowa	3
Baldwin, Iowa	2
Bellevue, Iowa	8
Calamus, Iowa	1
Clinton, Iowa	2
Delmar, Iowa	2
De Witt, Iowa	2
Elwood, Iowa	1
Green Island, Iowa	1
La Motte, Iowa	2
Lost Nation, Iowa	2
Low Moor, Iowa	1
Maquoketa, Iowa	44
Miles, Iowa	2
Monmouth, Iowa	4
Mount Pleasant, Iowa	1
North Freedom, Wisconsin	1
Olwein, Iowa	1
Paramount, California	2
Preston, Iowa	10
Sabula, Iowa	10
Vietnam	1
Waynesville, Missouri	1
Welton, Iowa	1
TOTAL RESPONDENTS	106

A review of Table II will show that the vast majority of these graduates remained fairly close to home within the first year after graduation. It indicates, I believe, that the benefits from this program will remain within Jackson and nearby counties.

The present addresses of the five non-respondents are:

Bellevue	1
Maquoketa	3
Preston	1

As taxpayers, these graduates remain, for the most part, to repay whatever may have been invested in their education in this program.

Heads of Household:

This year's questionnaire included a question concerning whether or not the respondent was the head of the household. Table III shows the responses to this question.

TABLE III

HEADS OF HOUSEHOLDS

RESPONDENTS-ADULT CLASS OF 1968

Heads of household	42
Not heads of household	64
TOTAL RESPONDENTS	106

Table III shows that while the majority of respondents were not heads of households, a substantial number,about 40% of them were.

This should encourage others with family responsibilities, showing them that they too, can successfully be the breadwinner and still continue with their high school education.

Of the five non-respondents, four are heads of households, one is not.

Marital Status:

Nearly all of the respondents from the adult class of 1968 were also married. Table IV illustrates this.

TABLE IV

PRESENT MARITAL STATUS

RESPONDENTS-ADULT CLASS OF 1968

STATUS	NUMBER
Single	7
Married	98
Widowed	1
TOTAL RESPONDENTS	106

Four of the five non-respondents are married, one is single.

Over 92% of the respondents are married. This means that nearly all of these respondents had family considerations which had to be resolved while attending evening high school classes. This should encourage other married people to attend adult evening high school classes.

Children in Families:

Further encouragement should be obtained from Table V which indicates that nearly all of the respondents also had children to think about while attending the adult classes. Indeed, as you will note, some of the families were quite large.

TABLE V

NUMBER OF CHILDREN IN FAMILIES OF RESPONDENTS

ADULT CLASS OF 1968

Children 18 Years of Age of Below:

NUMBER OF CHILDREN	RESPONDENTS WITH THAT # OF CHILDREN
0	18
1	15
2	27
3	17
4	15
5	6
6	4
7	1
8	1
9	2
TOTAL RESPONDENTS	106

Of the five non-respondents two have 1 child, one has 2 children, one has three children at 18 years' of age or below. One non-respondent is single with no children.

Children 19 Years of Age or Above:

NUMBER OF CHILDREN	RESPONDENTS WITH THAT # OF CHILDREN
0	89
1	6
2	5
3	3
4	3
TOTAL RESPONDENTS	106

None of the five non-respondents have children 18 years of age or older.

TABLE V
(Continued)

Total Children in the Family:

NUMBER OF CHILDREN	RESPONDENTS WITH THAT # OF CHILDREN
0	12
1	17
2	24
3	16
4	19
5	8
6	4
7	2
8	1
9	1
11	1
TOTAL RESPONDENTS	106

It is interesting to note that nearly all of the respondents report some children in the family. Only twelve respondents report no children, and of these some were single adult students with no children.

Again, of the five non-respondents, two have 1 child, one has 2 children, one has 3 children, and the single one has no children.

Classification of Respondents:

TABLE VI

PRESENT CLASSIFICATION OF RESPONDENTS

ADULT CLASS OF 1968

PRESENT STATUS	NUMBER OF RESPONDENTS IN THIS STATUS
Housewife (not working for wages).	38
Part-time worker (regularly work part-time for wages).	11
Full-time worker (regularly work full-time for wages).	54
Unemployed worker (temporarily out of work).	2
Disabled (cannot work).	1
TOTAL RESPONDENTS	106

When comparisons are made of job changes, pay increases, etc. we will be working with the figure sixty-five (65) which is the number of part and full-time workers listed in Table VI above.

Of the five non-respondents, only one is a housewife, the remaining four are believed to be employed full-time.

This completes the section of the questionnaire dealing with general information. From here we proceed to the questions asked by the questionnaire.

For later comparisons, it will be important to keep the data of Table VI in mind. Housewives, for example, have not, for the most part entered the labor market. For this reason you would not expect them to have had job advancements, or pay increases, but may enter the labor market at some future date.

Questions asked by and responses found on the Questionnaires.

Employment at Time of Enrolling

The first question was a four-part question relating to past employment, part or full-time employment, name of employer, and type of work or job description.

Table VII reports the number of employed and unemployed respondents at the time they enrolled in the adult program. Table VIII separates the employed into full or part-time employment. Table IX lists the employer and type of work.

TABLE VII

RESPONDENTS EMPLOYED AND UNEMPLOYED WHEN ENROLLED

ADULT CLASS OF 1968

Employed	59
Unemployed	47
TOTAL RESPONDENTS	106

TABLE VIII

PART OR FULL-TIME WORK OF RESPONDENTS

ADULT CLASS OF 1968

Part-time work	7
Full-time work	52
TOTAL RESPONDENTS	59

Please note that this total of 59 in Table VIII agrees with the total number employed in Table VII. Remember also that this number refers to those employed at the time they first enrolled in adult evening classes.

Places and Type of Employment at Time of Enrolling.

TABLE IX

EMPLOYERS AND TYPE OF WORK OF RESPONDENTS

ADULT CLASS OF 1968

WHEN FIRST ENROLLED IN ADULT CLASSES

	EMPLOYER	JOB DESCRIPTION
1.	Clinton Engines - Maquoketa	Inspection, Layout
2.	Unemployed at time of enrolling.	----
3.	Savanna Army Depot - Savanna, Ill.	Transportation & Supply
4.	Unemployed at time of enrolling.	----
5.	Preston Times - Preston, Iowa	Linotype Operator
6.	Paetz Super-Value - Maquoketa	Meat Wrapper
7.	Self-employed	Housework
8.	Manning Meat Market - Maquoketa	Meat Wrapper & Clerk
9.	Jackson County - Maquoketa	Surveying
10.	Iowa Light & Power - Maquoketa	Custodial Services
11.	Unemployed at time of enrolling.	----
12.	Jackson County - Maquoketa	Road maintenance & repair
13.	Sabula Speaker Co. - Sabula, Iowa	Cutting Coil Wires
14.	Self-employed - Maquoketa	Painting Contractor
15.	Unemployed at time of enrolling.	----
16.	Caterpillar Tractor Co. - Davenport	Toolmaker
17.	City of Maquoketa - Maquoketa	Superintendent - Light Plant
18.	Caterpillar Tractor Co. - Davenport	Machinist
19.	Unemployed at time of enrolling.	----
20.	Jackson County Hospital - Maquoketa	Ward Clerk - Recreation Therapy
21.	Clinton Engines - Maquoketa	Foreman
22.	Unemployed at time of enrolling.	----

TABLE IX
(Continued)

	EMPLOYER	JOB DESCRIPTION
23.	Unemployed at time of enrolling.	----
24.	Unemployed at time of enrolling.	----
25.	Milwaukee Railroad	Electrician's Helper
26.	Champion Packages - Clinton	Steel Rule Die Maker
27.	Ensign Coil Co. - Bellevue	Assembly Worker
28.	Rocky's Cafe - Maquoketa	Waitress
29.	International Harvester - East Moline, ILL.	Spot Welder
30.	Lock & Dam #12 - Bellevue, Ia.	Locking Boats & Maintenance
31.	Various Stores - Maquoketa	Demonstrator
32.	Self-employed - Maquoketa	Farming
33.	Peter Dierks - Preston, Iowa	Farming
34.	E.I. Du Pont - Clinton	Electrical
35.	Darrell Paulsen - Lost Nation, Ia.	Carpentry
36.	Stanley Products - LaMotte, Ia.	Saleswoman
37.	Bullock Trucking - Maquoketa	Corn Shelling & Truck Driving
38.	Nissen-Caven Agency - Maquoketa	Income Tax Work
39.	Self-employed - Miles, Iowa	Farming
40.	Jackson County - Maquoketa	Heavy Equipment Operator
41.	International Harvester Co. Rock Island, Illinois	Test Hydraulic Cylinders
42.	Collis Company - Clinton	Resistance Welder & Operator
43.	Nielsen's -Clinton	Key Punch Operator
44.	J.I. Case Co. Bettendorf	Machinist
45.	Clinton Engines - Maquoketa	Serial Numbering Machine-Name plates
46.	Clinton Engines - Maquoketa	Set-up Leader
47.	Savanna Army Depot - Savanna, Ill.	Security Police

TABLE IX
(Continued)

	EMPLOYER	JOB DESCRIPTION
48.	Mrs. Buddy Olson - Maquoketa	Babysitter
49.	Caterpillar Tractor Co. - Peoria, Ill.	Auto - Lathe Operator
50.	City of Maquoketa - Maquoketa	Billing Clerk
51.	Jackson County - Maquoketa	Equipment Operator
52.	Clinton Engines - Maquoketa	Final Assembler
53.	Sabula Speaker Co. - Sabula, Iowa	General Office
54.	Hamilton's Apparel - Maquoketa	Saleswoman
55.	Self-employed - DeWitt, Iowa	Farming
56.	Lock and Dam #12 - Bellevue, Iowa	Head Operator
57.	Andrew Cooperative - Andrew, Iowa	Bookkeeper
58.	International Harvester Co. Rock Island, Illinois	Piece Worker and Patrolman
59.	Self-employed - Miles, Iowa	Farming
60.	Sabula Speaker Co. - Sabula, Iowa	Assembly Work
61.	Lord Baltimore Press - Clinton	Cut & Crease Press Operator
62.	Ross Starr & Son Contractors - Maquoketa, Iowa	Interior Decorator
63.	Hinke Plumbing & Heating - Maquoketa	Plumber
64.	J.I. Case Co. - Bettendorf	Machinist
65.	Unemployed at time of enrolling	----
66.	Jackson County Hospital - Maquoketa	Maintenance
67.	Self-employed - Maquoketa	Mechanic
68.	Self-employed - Maquoketa	Farmer
69.	Unemployed at time of enrolling	----

You will note that the ten (10) unemployed persons, subtracted from sixty-nine (69) gives us fifty-nine (59) the number of employed persons in Table VII.

It was necessary to include these ten unemployed people for job comparisons with question number two which pertains to present employment. In other words, question two will show that ten more people are now employed than were employed.

Present Employment:

Question number two is also a four-part question pertaining to present employment, part or full-time employment, name of present employer, and type of work or job description.

Table X reports the number of employed and unemployed respondents at the present time. Table XI separates the presently employed into full or part-time employment. Table XII lists the employer and type or work. This table also shows any worker in question one, Table IX who returned to the role of housewife, as well as job changes.

The two items with four (4) asterisks **** in Table XII represent the two men in service, whose mothers completed part of the questionnaire. Only the general information and employment information in questions one and two are recorded for these two respondents. From question three on there will be one hundred four (104) respondents rather than one hundred six (106).

TABLE X

PRESENTLY EMPLOYED OR UNEMPLOYED RESPONDENTS

ADULT CLASS OF 1968

Employed	65
Unemployed	40
No response	1
TOTAL RESPONDENTS	106

TABLE XI

PRESENT PART OR FULL-TIME WORK OF RESPONDENTS

ADULT CLASS OF 1968

Part-time Work	12
Full-time Work	53
TOTAL RESPONDENTS	65

Again you will notice that the total respondents in Table XI agrees with the total employed respondents in Table X.

The numbers in Table XII correspond to the numbers in TAble IX. An asterisk (*) indicates that a change of jobs occurred. A double asterisk (**) indicates that this respondent was employed at the time of enrolling in adult classes, but has now returned to the role of housewife.

You will also notice that there are six more respondents employed now than when they first enrolled, not considering the fact that four who had been employed, returned to the role of housewife.

Present Employment and Type of Work.

TABLE XII

PRESENT EMPLOYERS AND TYPE OF WORK OF RESPONDENTS

ADULT CLASS OF 1968

	EMPLOYER	JOB DESCRIPTION
* 1.	The Kartridge Pak. Co. - Davenport	Floor Inspector "A"
* 2.	River Valley CAP - Maquoketa	Outreach Worker
3.	Savanna Army Depot - Savanna, Ill.	Transportation & Supply Equipment Operator
* 4.	Self-employed - Preston, Iowa	Housework
5.	Preston Times - Preston, Iowa	Linotype Operator
6.	Paetz Super-Valu - Maquoketa	Meat Wrapper
7.	Self-employed - Maquoketa	Housework
8.	Manning Meat Market - Maquoketa	Meat Wrapper & Clerk
9.	Jackson County - Maquoketa	Surveying
10.	Iowa Light & Power Co. - Maquoketa	Custodial Services
*11.	Manning Nursing Home - Maquoketa	Nurses Aid
12.	Jackson County - Maquoketa	General Maintenance, Repair and Dragline Operator
**13.	Returned to role of housewife	
14.	Self-employed - Maquoketa	Painting Contractor
*15.	Jackson County Hospital - Maquoketa	Nurses Aid
16.	Caterpillar Tractor Co. - Davenport	Toolmaker
17.	City of Maquoketa - Maquoketa	Superintendent - Light Plant
18.	Caterpillar Tractor Co. - Davenport	Machinist
*19.	Otter Creek Corners - Otter Creek, Ia.	Store & Station Clerk
20.	Jackson County Hospital - Maquoketa	Ward Clerk
21.	Clinton Engines - Maquoketa	Foreman
*22.	Self-employed - Maquoketa	Teaching Ceramics & Gift Making

TABLE XII
(Continued)

	EMPLOYER	JOB DESCRIPTION
*23.	Mrs. Donald Davis, Jr. - Maquoketa	Babysitter
*24.	Olin Mathieson - North Freedom, Wisc.	Tub-House Operator Badger Army Ammunition
*25.	Climax Engines - Clinton	Planer Mill Operator
26.	Champion Packages - Clinton	Steel Rule Die Maker
*27.	Savanna Army Depot - Savanna, Ill.	Munitions Operator
**28.	Returned to role of housewife	----
*29.	Farr Co. - Los Angeles, Calif.	Arc Welder
30.	Lock & Dam #12 - Bellevue, Ia.	Locking Boats & Maintenance
*31.	United Livestock Auction - Maquoketa	Waitress
32.	Self-employed - Maquoketa	Farming
*33.	Self-employed - Preston, Iowa	Farming
34.	E.I. Du Pont - Clinton	Electrical
35.	Darrell Paulsen - Lost Nation, Iowa	Carpentry
** *36.	Mercy Hospital - Clinton, Iowa (Has now returned to role of housewife)	Nurses Aid
****37.	U,S. Army - Vietnam	Soldier
38.	Nissen-Caven Agency - Maquoketa	Income Tax Work
39.	Self-employed - Miles	Farming
40.	Jackson County - Maquoketa	Heavy Equipment Operator
41.	International Harvester Co. - Rock Island, Illinois	Test Hydraulic Cylinders
*42.	Collis Co. - Clinton	Shipping Department
43.	Nielsen's - Clinton	Key Punch Operator
*44.	J.I. Case Co. - Bettendorf	Toolmaker
45.	Clinton Engines - Maquoketa	Serial Numbering Machine - Name Plates
46.	Clinton Engines - Maquoketa	Set-up Leader - Die Cast

TABLE XII
(Continued)

	EMPLOYER	JOB DESCRIPTION
47.	Savanna Army Depot - Savanna, Ill.	Security Police
*48.	Automatic Retailers of America - Maquoketa, Ia.	Cook's Helper
49.	Caterpillar Tractor Co. - Peoria, Ill.	Auto-lathe Operator
50.	City of Maquoketa - Maquoketa	Billing Clerk
*51.	Chemplex Co. - Clinton	Electrical Maintenance
**52.	Returned to role of housewife	----
53.	Sabula Speaker Co. - Sabula, Iowa	General Office
54.	Hamilton's Apparel - Maquoketa	Saleswoman
55.	Self-employed - DeWitt, Iowa	Farming
56.	Lock and Dam #12 - Bellevue, Iowa	Head Operator
57.	Andrew Cooperative - Andrew, Iowa	Bookkeeper
*58.	City of Maquoketa - Maquoketa	Police Department
*59.	Chemplex Co. - Clinton	Central Control Room Operator
60.	Sabula Speaker - Sabula, Iowa	Assembly Work
61.	Lord Baltimore Press - Clinton	Cut & Crease Press Operator
****62.	U.S. Army	Soldier
63.	Hinke Plumbing & Heating - Maquoketa	Plumber
*64.	Sanitary Dairy - Maquoketa -	Plant Operations
*65.	Iowa Mutual Insurance Co. De Witt	Typist & Policy Work
66.	Jackson County Hospital - Maquoketa	Maintenance
67.	Self-employed - Maquoketa	Mechanic
68.	Self-employed - Maquoketa	Farmer
*69.	Lee Passch Ford, Inc. - Clinton	Bookkeeper & General Office Work

If you subtract from sixty-nine the four respondents who returned to the role of housewife you have sixty-five (65) the number of respondents presently employed according to Table X.

Of these sixty-five (65) presently employed respondents, twenty-three or over 35% experienced a job change between the time of enrolling in adult classes and a year after graduation. This does not count the two soldiers or the one housewife who started a new job and then returned to the role of a housewife.

In addition, ten (10) other respondents experienced promotions on the job, as Table XIII will reveal. Therefore, if you add the twenty-three respondents who had a change in jobs to the ten respondents who experienced promotions on the job, thirty-three or over 50% of those in the employed classification either changed jobs or received promotions on the job.

Job Changes or Promotions:

TABLE XIII

RESPONDENTS HAVING A CHANGE IN JOBS OR PROMOTIONS SINCE ENROLLING OR GRADUATING FROM ADULT SCHOOL

ADULT CLASS OF 1968

Yes	33
No	57
No Response	14
TOTAL RESPONDENTS	104

You will recall that 38 housewives, 1 unemployed, and 1 disabled respondents are tabulated here. This means that 40 of the 71 "no" responses and "no response " responses would not be in the market for job changes or promotions. This would leave 31 respondents who did not receive promotions or job changes. Recall also from Table VI that 11 of these people were part-time workers and not apt to be promoted on a part-time basis. By

subtracting these 11 you have only 20 of the respondents working full-time who did not receive promotions or job changes, compared to 33 respondents who did.

This shows that a significant number of job changes and promotions are received by graduates of this adult program. Even those who have not yet been promoted or experienced a change in jobs could well do so in the future.

Changes or Promotions Related to Schooling.

Another part of the third question asks whether or not these job changes or promotions were related to the adult program. Table XIV records these responses.

TABLE XIV

RESPONDENTS EXPERIENCING JOB CHANGES OR PROMOTIONS
AND ITS RELATIONSHIP TO THE ADULT PROGRAM
ADULT CLASS OF 1968

Direct Result	11
Indirect Result	5
Not Related to Schooling	12
No Response	5
TOTAL RESPONDENTS	33

Nearly half of the 33 respondents experiencing job changes or promotions relate these to either a direct or indirect result of this program. Twelve indicated the change or promotion was not related to the program, and five did not respond to this portion of the question.

Change in Income:

Graduates were also asked, if they had received a job promotion or change in jobs, whether or not their income had increased. Table XV lists their responses.

TABLE XV

INCREASES IN INCOME

RESPONDENTS - ADULT CLASS OF 1968

Yes	16
No	6
No response	11
TOTAL RESPONDENTS	33

Nearly 50% of those experiencing a job change or promotion also reported an increase in income. Six indicated their income did not increase. Eleven, however, did not respond to this question, and it is known that some of these also had increases in income although they did not so indicate. It is also known that in some instances the income change was large.

Other Benefits:

The fourth question was a two-part question asking if the graduates felt they had benefitted in any other ways, and if so, in what ways had they benefitted. Tables XVI and XVII record the responses of the respondents.

TABLE XVI

RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1968

Yes	64
No	20
No Response	20
TOTAL RESPONDENTS	104

Of the sixty-four (64) yes responses. all wrote (some in detail) how they had benefitted. Table XVII lists these responses.

TABLE XVII

YES RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1868

It's just that I know I have my diploma, if I need it.	1
Simply to be able to say, "Yes, I graduated from high school."	1
Gained a great degree of self-respect and feeling of a goal attained.	1
Made my family and friends proud of me.	1
It has opened new doors for me.	1
It gave me a new goal to look forward to. It improved my reading and helped me to help my children.	1
It gives me the feeling that I have fulfilled that part of my education which means a great deal in this era of living.	1

TABLE XVII
(Continued)

By being able to discuss and understand our Country's history and our government's function when the opportunity comes, and the use of mathematics which is important in my work.	1
I suppose I could say I've benefitted by peace of mind.	1
Working part-time in the First Aid Station at Clinton Engines also in the personnel office.	1
In my satisfaction of being a high school graduate - and it may help me at most anytime in the future in regards to taking tests - where the first rule is you have to be a high school graduate to take said test.	1
I'm glad I can better understand math.	1
I took the civil service test and passed it. I hope to get in the post office some day.	1
Greater knowledge of things in general.	1
If I ever want to get a better job - full-time - when the children are older, I feel with my high school diploma I can get a better one. Even if I never need to go to work, It is a good feeling to know I have it. It made the children proud to know Mom could do it.	1
Had the satisfaction of finishing my high school education and hope to enter Beauty School in the fall of 69.	1
More knowledge of community and governmental affairs - more confidence to enter into said affairs.	1
I took industrial Arts and I can fix things. I know a little more about woods and things are made of.	1
By getting my high school diploma I got self-confidence in myself to get out in the world and try to benefit and help others.	1
Opportunities for other and better jobs have been offered to me.	1
Self-satisfaction and confidence, My completing high school was put in the company paper and I was noticed by company officials and complimented by same: - I will add to this in comment section.	1
It gave me a feeling of accomplishing something, and if I need a job in the future. I'm sure a diploma would give me a better chance.	1
I take pride in the fact that I have earned a high school diploma. I feel I understand the happenings in my country a little better.	1

TABLE XVII
(Continued)

Personal satisfaction.	1
Being able to talk to the public and keep books without help from others.	1
Figuring out my own check book - or bookkeeping. Helping my children understand their homework.	1
I feel more self-confident.	1
Furthering one's education is always beneficial. More doors are open to a person with a high school diploma when seeking employment, than a person without one.	1
A better understanding of government in action and a working knowledge of blue prints.	1
My own self-satisfaction - being able to say I have graduated from a respected school.	1
The classes have helped in personal usage at home.	1
I believe I'm a little smarter and maybe a little more proud of myself.	1
Helping children with new mathematics, personal satisfaction.	1
Broader outlook and understanding of present day schools. Also a better social and mental outlook. Better use of the English language.	1
It's just nice to say you have graduated if someone asks.	1
I am now able to help my son who is in school.	1
Self-satisfaction and confidence.	1
Gives more secure feeling.	1
I could have worked at a steady office job and was asked to work at a catolog store full-time,but cannot accept full-time work yet, but will in time to come.	1
I felt a new awareness of community affairs - a better understanding of the problems of teenage students.	1
I feel it's quite a benefit to have a high school diploma. Sometime, if I have to, I could take more business training and get an office job. I would like to work in a veterinarian's office.	1

Psychologically really. The fact of knowing I have my diploma if I ever need it. I never was sorry for marrying real young, however, I had always wished that I had gone back to school in the fall after we were married.	1
My self-confidence has been greatly improved.	1
I feel I'm a better person, that is, mother, wife and citizen because I have completed my education.	1
The math has helped a great deal in my line of work. Everything I gained in the program has given me confidence in myself.	1
A sense of satisfaction in getting my diploma. A child gets a different slant on school when he sees his parents participating. It teaches him education continues in his life.	1
Self-satisfaction of having earned a high school diploma.	1
I believe I value an education and know what it means to have one.	1
There is always something you can learn. I like to learn. Enjoyed your math class.	1
I learned to type, became wiser on how our government is run. English was very interesting.	1
I have the feeling of accomplishment.	1
I have gained more confidence in myself after having proven that I did have the ability to continue in school after a 38 year lapse. Also, if I need to change jobs, I believe I could qualify for another type of work.	1
Knowledge gained has helped me in many ways in everyday life.	1
Self-satisfaction. Admiration of others.	1
I learned a lot while attending school and some of the things I learned have helped me to be able to help my children in some of their school work.	1
My own mental satisfaction and pride that I accomplished something I always wanted to do.	1
I feel like I had made an accomplishment in having graduated. ' also enrolled in a typing class last fall and completed it successfully.	1
Learned more about history and government, and bettered myself by taking typing.	1

I learned how to do modern math so I could help my children with their homework. I also learned how government runs and the how and why they do things. I also learned how to sew.	1
I feel that by furthering my schooling I am a better all around citizen.	1
Self-satisfaction.	1
I feel I have learned a good many things. Also I have made many friends because of the opportunity to attend this program.	1
People can't say I didn't graduate.	1
Better person, better citizen.	1
TOTAL RESPONDENTS	64

It is interesting to note, that many who did not respond to this question or marked "no", did later list some benefits in the last question where additional comments could be made.

It is significant, I think, that so many took the time to respond in detail. I do not think school people appreciate the deep feelings people have in regards to a diploma. It points out a need, I believe, for a review of policies of schools regarding dropouts, as well as a need to review our educational programs, which may be responsible for too many dropouts.

Plans to Continue their Education.

The fifth question put to the graduates of 1968 was a three-part question concerning plans to continue their education, type of training desired, and schools they planned to attend.

Tables XVIII, XIX, and XX record their responses.

TABLE XVIII

RESPONDENTS' PLANS TO CONTINUE EDUCATION

ADULT CLASS OF 1968

Yes	20
No	61
Undecided	16
No response	7
TOTAL RESPONDENTS	104

Table XIX lists the areas of training that the yes respondents plus five "undecided" respondents reported.

Type of Training:

TABLE XIX

TYPE OF ADDITIONAL TRAINING DESIRED

ADULT CLASS OF 1968

Accounting	1
Auto-Engine Tune-up	1
Beautician	3
Bookkeeping	1
Business	1
Chemplex Training Program	1
Child Psychology	1
Correspondence Course	1
Drafting and Designing	1
Economics and Shorthand	1
Electrical	1
Government	1
IBM	1
Junior College	1
Law Enforcement	1
Nursing	2
Practical Nursing	3
Social Sciences	1
Statistical Quality Control	1
Undecided	1
TOTAL RESPONDENTS	25

Table XX shows the school or where the 'yes' respondents in Table XVIII plan to obtain their additional training.

TABLE XX

CITY OR SCHOOL TO BE ATTENDED

ADULT CLASS OF 1968

Chicago or Davenport.	1
Clinton Community College.	4
Clinton Night School or Junior College.	1
Correspondence School.	2
Des Moines - Law Enforcement Academy.	1
Dubuque Beauty Academy.	1
Eastern Iowa Community College.	1
IBM - Davenport.	1
Junior College - if Maquoketa starts one.	1
National Technical School in California.	1
One close enough to drive back and forth.	1
Wherever most convenient.	1
Don't know yet.	4
TOTAL RESPONDENTS	20

Not quite 20% of the respondents indicate plans to take additional training beyond high school.

More High School Classes:

Question six was a two-part question asking if they would take additional high school subjects, and if so, what subjects they would be interested in.

Table XXI and XXII illustrate these responses.

TABLE XXI

RESPONDENTS DESIRING ADDITIONAL HIGH SCHOOL SUBJECTS

ADULT CLASS OF 1968

Yes	35
No	54
Undecided	7
No response	8
TOTAL RESPONDENTS	104

It is interesting to note the number of graduates who indicate an interest in taking additional high school subjects, even though they have graduated. It has been our experience that a majority of adult students, when they first begin this adult program, are primarily concerned with completing their required subjects and reducing their elective needs via the G.E.D. test so that they might graduate as soon as possible.

However, by their final semester or after graduation, they become interested in taking those subjects which they did not take earlier. These subjects are almost always in the elective areas.

It also appears that many of these adults have begun to enjoy learning, just for the sake of learning, perhaps for the first time.

Subjects Desired:

TABLE XXII

HIGH SCHOOL SUBJECTS DESIRED

ADULT CLASS OF 1968

SUBJECT	NUMBER
Art	1
Bookkeeping	4
Bookkeeping and Home Economics	2
Bookkeeping and Typing	3
Bookkeeping, Typing II, and Shorthand	1
Bookkeeping, Typing, and Psychology	1
Bookkeeping and Art	1
Bookkeeping and Math	2
Bookkeeping II, Home Economics, & Woodshop	1
Bookkeeping II, Typing II, & Shorthand	1
Drafting and Designing	1
Economics, Sociology, Algebra, trigonometry	1
History, English, Government & Math	1
Home Economics, Art, and Shop	1
Machine Shop	1
Maintenance	1
Math	1
Math and Psychology	1
Math and Science	1
Shop	1
Shorthand and Typing	2
Shorthand and Typing II	1
Shorthand, Economics, and Science	1
Typing and Home Economics	1
Typing and Shop	1
World History	1
Wood Shop, Welding, & Sheet Metal	1
TOTAL RESPONDENTS	35

Approximately a third of the respondents indicated they would take additional high school subjects. Business subjects tend to predominate as choices.

Recommend Program to Others:

Table XXIII reveals the responses to the question, "Would you recommend that any adult who did not complete his or her high school education do so by attending the Adult High School Program?"

TABLE XXIII

RECOMMEND ADULT HIGH SCHOOL PROGRAM

TO ADULT NON-GRADUATES

Yes	104
No	0
TOTAL RESPONDENTS	104

One hundred per cent (100%) of the respondents would recommend this program to non-graduates. This speaks well for the program.

Their reasons for recommending this program to non-graduates is even more interesting. Table XXIV lists each reason given by all respondents except the two who did not respond to this part of the question.

Reasons for Recommending Program to Others.

TABLE XXIV

REASONS RESPONDENTS WOULD RECOMMEND ADULT PROGRAM

ADULT CLASS OF 1968

No response	2
Because you have excellent teachers, and they are there to explain how and how-not to do things! Through schooling at home you don't get this.	1
I think it would help men to advance in their jobs.	1
It is completely fulfilling and beneficial in many ways.	1
Can be attended by most when it does not interfere with one's work.	1

TABLE XXIV
(Continued)

To be able to have this great "second" chance to learn directly from the high school teachers, and the self-satisfaction of completion.	1
It gives one a feeling of accomplishment. It's cheaper and more ideal than correspondence courses because if you have any trouble there is someone there to help you.	1
Better jobs are available to you. Build your self-confidence.	1
Even tho some people don't need a high school diploma for their present job, some day they might, and this is the best opportunity they could ever have.	1
To get more confidence and satisfaction in your own life.	1
Because it may help you someday when you really need it - and personal satisfaction is self-rewarding.	1
Because I think everyone should graduate from high school and better themselves in this world.	1
It's such a wonderful opportunity to get that much cherished diploma.	1
Everyone should have a high school education to keep up with the world.	1
To complete his high school education.	1
Because you can't get very far without a high school diploma these days.	1
If he or she is interested, it's an opportunity one can't afford to pass up.	1
Not only to finish high school but to be able to come in contact with other adults who have the same urge or problems.	1
For the wonderful feeling of accomplishment if nothing else.	1
It is great to feel you have really done something that you left undone as a child. At that time you felt it wasn't important but found out later it was.	1
It is a very good thing to complete, if for some reason or another you weren't able to before. Now days you need your education more than ever.	1
Opportunity to go on to higher education - better job opportunity- Self-satisfaction - better citizen.	1

TABLE XXIV
(Continued)

To give them a chance in life.	1
Because you'll always have your diploma to fall back on,and it sure is handy.	1
Because it's a way to get the much needed diploma, and it's worth it.	1
Whether you work or not today, everyone needs his diploma and that much education to be a part of society.	1
Self-satisfaction - better chance of obtaining employment - better chance to advance within a company.	1
Some people are denied further advancement because they are not graduates from high school, even though they have the ability.	1
You cannot get any work without an education.	1
I know of better paying jobs that you have to have a high school education or you don't qualify.	1
Without a high school education jobs are almost impossible to get.	1
Better job opportunities, understand our country and younger generation better.	1
I feel it's the best chance anyone could get to finish school.	1
In applying for work, a high school education is almost always necessary to obtain work.	1
Because they would not only be learning more,but would be accomplishing one of the biggest goals in life - High School Diploma.	1
In this day it is important in everything you do.	1
Social contact - it seems to be required in this day and age. Diversion in a housewife's routine. New outlook.	1
To help obtain better employment if the need for employment should arise.	1
Because a chance like this doesn't happen every day, and someday they may need to get a job.	1
Education enriches one's life besides other benefits such as financial stability.	1
A person can always better himself by learning.	1

TABLE XXIV
(Continued)

To better themselves.	1
Better jobs and promotions.	1
For better job opportunity	1
Very definitely. The students and teachers accept you and everyone seems to work together. I am very grateful that I had a second chance. One doesn't realize one's mistake until it's too late.. The people in Adult High School know and realize the mistake they have made, so they are really there to get in on what they've missed.	1
Job qualifications get harder every year, especially for men. Now even factories require them.(diplomas).	1
Everyone needs that education and you've made the program fun and there's everything to gain with nothing to lose but free time.	1
Getting a good job is getting pretty hard to get without a high school education.	1
Much better than a correspondence course and not as expensive.	1
Just the satisfaction of accomplishment is enough, but for younger people the graduate has so much more chance.	1
Because if she should need to get a job, a better paying job could be had by a diploma.	1
Because it not only makes a person feel very special, it makes a lot of difference in your life.	1
For ego if nothing else. Certainly better jobs. Broadening the mind for every day living.	1
Everyone should have a high school education. It's interesting to go again.	1
By enrolling in regular calsses one is more apt to complete the needed course.- one is also the most studious. You can only go so far without a teacher. I believe group study in a school atmosphere with good teachers is conducive to learning.	1
Everyone should have a high school education. You can always take other training from there.	1
I think everyone should have a high school diploma and night school seems the best way for adults to get one.	1
Because a person never knows if at some time they would want more training. You can <u>not</u> (get more training) if you do <u>not</u> have a diploma even if you want to.	1

TABLE XXIV
(Continued)

It's a second chance to do what we should have done when we were in school.	1
Because nowadays people want to hire people that have gone through high school.	1
Because it is a wonderful opportunity to get an education and also a high school education is more inportant now, and will be much more desireable in the future. Any decent job requires <u>at least</u> a high school education.	1
It could help them in time to come.	1
Personal satisfaction and benefit.	1
If they work, they may have a chance to better themselves in their job. If they don't work, I think it would make them feel better to know they have an education in case they might want to work someday.	1
*See # 14 response.	1
Yes, whole heartedly, With effort and the first emotional strain, one can complete the requirements for graduation. You must have someone to encourage you often and assume part of the burden of your work while you are gone.	1
Because of more job opportunities.	1
A high school education today is a must. Also, one should count that day lost, that he does not learn something.	1
Definitely, because it will benefit him or her in the future.	1
Would enjoy it, besides using your education in everyday life.	1
I think it was well worth the time.	1
It was the most thrilling and rewarding time of my life. I learned so much, it was a dream come true to get my diploma.	1
Easier to obtain a job and it does help your own personal being.	1
It's a wonderful opportunity for self-improvement.	1
To be better prepared to meet the everyday challenge of life, and if the need arises, to secure a better position.	1
High school diploma would help to get better jobs. A lot can be learned this way.	1

TABLE XXIV
(Continued)

I feel that everyone needs a high school education even if you're not planning on using it right away. You may some day be forced to need that education.	1
For own personal satisfaction. - To quatify for a better job.	1
It is possible that itcan help in job advancement.	1
The advancement and profit in my own circumstances, speaks for itself.	1
A diploma is necessary most places to obtain work.	1
Because I know what it is like to find a good job and good pay without a high school education.	1
They would be just helping themselves by doing this.	1
A person just doesn't realize just how much you do need an education not only for jobs but for the sake of all concerned. We want all our children to complete school and go on to college, if possible. If you didn't finish school, your children may frown on you when you say they have to finish school. So many times they say,"Well, you didn't finish and you do O.K." Well, in this world anymore, just doing O.K. wont be enough. And everyone wants more for their children than they have themselves.	1
For better employment, self-satisfaction.	1
I just think if a person completes this course, he should be better off than he was before.	1
Any place will hire a high school graduate before a non-graduate. Also higher pay.	1
To advance themselves for better job opportunities, especially young drop-outs.	1
It is very interesting and if you do your lessons you can't help learning many different things.	1
It is almost impossible now to get a good job without a diploma.	1
Because now days I think every person needs a high school diploma.	1
Because you need a high school education to get a good paying job.	1
For one thing I feel a person should finish school. Without it you're no where.	1
I learned a lot and had a lot of fun. The teachers were great.	1
It gives you the opportunity to complete high school without the embarrasment of attending a regular high school with teenagers.	1

TABLE XXIV
(Continued)

It keeps you up-to-date with the rest of the world which is moving swiftly, and it is adults learning together.	1
Because you need it to make more money and to get a better job.	1
You need a diploma for almost every type of work today.	1
Besides bettering job opportunity, it's a great morale booster.	1
Because it is a very good program.	1
Job employment.	1
Job promotion, personal satisfaction. Everyone does have a desire to learn, reasons are endless.	1
Plain economics.	1
TOTAL RESPONDENTS	104

Work Required for Graduation:

Table XXV gives the results from the eighth question pertaining to the amount of work required for graduation. Only three did not respond to the question and only three felt the amount of work required was too little.

TABLE XXV

AMOUNT OF WORK REQUIRED FOR GRADUATION

ADULT CLASS OF 1968

Too much	0
About right	98
Too little	3
No response	3
TOTAL RESPONDENTS	104

The vast majority of the respondents of this class felt the amount of work was about right.

Quality of Instruction:

Question nine referred to the quality of instruction they received, as they evaluated it. Table XVII reports the responses. Only one of the respondents rated the instruction as low as fair, and only one party made a "no response." These results speak extremely well for the teaching staff at all attendance centers.

TABLE XXVI

QUALITY OF INSTRUCTION RECEIVED

ADULT CLASS OF 1968

Excellent	49 *
Very good	39
Good	11
Fair	1
Poor	0
Both excellent and fair	1
Both excellent and very good	1
This varied as far as I'm concerned	1
No response	1
TOTAL RESPONDENTS	104

* *The asterisk calls your attention to one respondent who checked excellent and added this statement on her questionnaire, "The teachers deserve lots of credit. This school means many extra hours of work for them. I'm grateful to all of them."

Improvement of Program:

The tenth question gave the graduates an opportunity to suggest improvements which might be made in the program. Table XVIII reveals all suggestions made. The comments are all self-explanatory and reveal few constructive suggestions for improvement. None-the-less, they are very interesting to read.

TABLE XXVII

WAYS TO IMPROVE THE ADULT PROGRAM

ADULT CLASS OF 1968

No response	53
None	4
More classes offered.	1
I would say Monday and Thursday nights instead of Wednesdays. It would give you a little more time for homework.	1
In my opinion it was perfect.	1
More participation, such as at the blackboards. Student or adult re-enactment of situations or happenings as this causes a more permanent and fixed learning than just reading or writing it on paper.	1
This doesn't really concern the program itself, but those classrooms sure could have been warmer in Preston and Miles.	1
None that I can think of.	1
From the talk I hear - I think it has improved already. Just by the continuation of the program is a real good thing in itself.	1
Get on those who miss more than they should. I know it's not easy to get there every night, but if you want to go bad enough you will find a way. I did it for 1½ years and a lot of nights it wasn't easy.	1
No major structural changes.	1
More discussion - more time to learn.	1
None right now.	1

TABLE XXVII
(Continued)

I think more nights of classes would better bring out the education the people need, especially those who are coming back after being gone so long from school.	1
Excellent as is.	1
More subjects to choose from.	1
I can't think of any.	1
It was adequate.	1
Possibly spending more time on most important parts of a subject instead of trying to do entire subject in the 15-week period.	1
I think it is perfect the way it is, although I wish they would have offered shorthand.	1
More time spent on some subjects - like this new math.	1
I felt that some things covered in science would never be of help to anyone.	1
More class discussion, more movies like the one on LSD - to help us understand why some of the things are going on today.	1
Have more student, active student participation - also more social contact so that at least you would know everyone's name.	1
More student participation and discussion.	1
I was one of the younger students. I guess I still wasn't adult enough to put all my efforts toward my work. I needed a stricter hand. I guess no one can improve that but the student.	1
I believe that everything possible is being done in the classes.	1
Program was fine just the way it was.	1
More homework, stiffer assignments.	1
Perhaps by suggested helpful subjects in their elective choices that will be beneficial to their life and work after graduation.	1
I cannot recommend any changes because I was very satisfied with the program.	1
The students should have more tests than when I attended. I felt that I may have learned more if I would have been tested more often.	1
Have less coffee breaks.	1

The teachers who made sure we understood material caused us embarrasment as we swallowed our pride and mastered the material and gained necessary skills.	
Curtail continuous lecturing. Substitute occasional class participation. Any audio- visual device besides chalk-board is of the greatest value.	1
Well, I think that having classroom discussions will help the students better.	1
Students should do more listening and more constructive talking.	1
I think it is very excellent.	1
I feel that some of the teachers could treat the adults as adults and not as children. Also I feel that a table could be placed in each room so the large adults could sit on chairs around it, instead of a chair beside a desk.	1
I don't know if it could be improved, possibly it might, but I believe the teachers have been doing, in the past and present, their very best to help the people.	1
In some classes it was hard to understand the subject after so many years. If a person can have more time to understand fully what he or she is learning, it would be better.	1
Go over more bookkeeping I - don't go so fast.	1
Very fine program the way it is at present.	1
More class discussion.	1
MOre classes offered.	1
If the courses could be longer and studied more thoroughly.	1
More classroom time and less home work. It seemed that you got more out of class by hearing everyone's point of view.	1
They could have more subjects to choose from.	1
I don't really know of any. I think the program was very good.	1
Keep your classes down to 10 students as you had planned in the beginning.	1
TOTAL RESPONDENTS	104

Most and Least Valuable Required Subjects:

The eleventh question dealtwith the most and least valuable required subjects, or whether the graduate felt all subjects were helpful. Sixty one of the respondents felt that all of the required subjects they took were helpful. The remaining forty-one respondents distributed their preferences according to Tables XXVIII and XXIX.

TABLE XXVIII

MOST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1968

Advanced Math	1
American History	1
English	6
English and Government	1
Government	12
Government and Math	1
Math	12
No response	4
Did not take any required subjects	3
TOTAL RESPONDENTS	41

TABLE XXIX

LEAST VALUABLE REQUIRED SUBJECT

ADULT CLASS OF 1968

American History	9
English	5
Government	1
Math	3
Science	9
Typing	1
No response	13
None	1
TOTAL RESPONDENTS	41

TABLE XXX

RESPONDENTS WHO FELT ALL REQUIRED SUBJECTS WERE HELPFUL

ADULT CLASS OF 1968

All required subjects I took were helpful.	63

Most and Least Valuable Elective Subjects:

Question number twelve dealt with the most and least valuable elective subjects, or whether the graduate felt all elective subjects were helpful. Sixty-~~four~~ six of the respondents felt that all the electives they studied were helpful. The remaining thirty-eight distributed their choices among the subjects listed in Table XXXI and XXXII.

TABLE XXXI

MOST VALUALBE ELECTIVE SUBJECT

ADULT CLASS OF 1968

Bookkeeping	9
Drafting	1
English	1
Home Economics	1
Shop	3 *
Typing	8
Typing and Bookkeeping	1
No response	7
I took no elective subjects.	7
TOTAL RESPONDENTS	38

* One respondent checking shop here added this comment. "I really enjoyed shop. My project (a footstool) is just like a trophy to me."

TABLE XXXII

LEAST VALUABLE ELECTIVE SUBJECT

ADULT CLASS OF 1968

Bookkeeping	1
Home Economics	2
Science	1
Typing	2
No response	30
None	2
TOTAL RESPONDENTS	38

TABLE XXXIII

RESPONDENTS WHO FELT ALL ELECTIVE SUBJECTS WERE VALUABLE

ADULT CLASS OF 1968

All elective subjects I took were helpful.	66

Tuition or Non-Tuition Students:

The thirteenth question asked whether or not the graduates had been tuition or non-tuition students while enrolled in the program. Thirty of the respondents, or nearly 29%, had been non-tuition students at some time. Table XXXIV yields their responses. Two of the five non-respondents were also non-tuition students.

TABLE XXXIV

TUITION OR NON_TUITION STUDENTS

Tuition	74
Non-tuition	27
Both	3
TOTAL RESPONDENTS	104

Additional Comments:

The last question on the questionnaire gave the respondents an opportunity to make any additional comments they might wish to make. Fifty-seven did not comment and two stated "none". It is significant that the remaining forty five took the time to comment, some making quite lengthy comments. Table XXXV lists the responses to this last question.

TABLE XXXV

ADDITIONAL COMMENTS OF RESPONDENTS

ADULT CLASS OF 1968

None	2
No response	57
We were deciding if we should continue farming or look for other work. After adult high school, I received this bookkeeping and office job, have had two raises and I am very happy with my job.	1
I feel that the program is probably the most rewarding Government sponsored programs I have ever been involved with. I will be eternally grateful for the opportunity I experienced.	1
It would be nice if someday, there would be no need for this type of program, but as long as there is I hope that this program will be there for those persons wishing to complete their education.	1
Looking over this questionnaire I see I haven't marked many boxes, but this is no indication of my not benefitting from nite school. I have been glad I did go back and finish. Mainly for my own satisfaction, I guess, and also for my family. First of all, my husband and children were happy for me. My husband and I have recently found that we are the parents of a very gifted child. Our oldest, Laura, has been promoted from 1st to 2nd grade at the semester. After many tests and conferences, Mr. Caprata felt this was the best thing to do. A difficult decision indeed for us. But imagine how I would feel if I knew this and had never graduated!!! Secondly, my parents were so proud of me that April evening. My brothers are excellent students in school - my sister, an A student in college. Had I not graduated how I would have felt that I let them all down. I did feel that way previously but I'm so glad I grabbed that chance to prove to myself that they were proud of me, too.	1

TABLE XXXV
(Continued)

My mother passed away last fall and I have been glad that I didn't "wait until next year." I know it pleased her that I did make the effort to finish. And don't we all want to please our parents while they are atill with us?	
Also we have a new baby at our house, born Dec. 12. Her arrival would have made it difficult to attend this year - another reason I'm glad I didn't wait.	
I might add that I enjoyed night school. I feel that we, as parents, should try to instill in our children the joy of learning - and follow through as adults so as to be such an example for them.	1
Personally I really enjoyed attending adult high school classes and I hope to take another subject or two in the future.	1
I think this has been a wonderful program. I do feel everyone that can, should try the school. I hope it continues for years to come. Good luck in the future.	1
My only comment is = "I hope this program is allowed to continue."	1
I wish the younger "drop-outs" could understand what this program is worth.	1
I think it is a good program.	1
Thank you.	1
Keep up the good work. Hope to see the school continue, as I think it has helped a lot of teenagers realize they need their education now rather than 10 or 15 years later.	1
I think we have a very capable administrator in Mr. X. Those of us who graduated and those who will, owe him a special note of appreciation. Once again, I say Thank you to all who made this possible. Teachers, especially.	1
If more people could take the time to attend it would help in all ways.	1
Just that I hope you continue to help the people who want to go on now and finish their education that they didn't or couldn't finish before.	1
Last week (Feb. 5, 1969) I was asked to go to Peoria and take evaluation tests for Supervisor, I know that if I had not completed my high school I would not have been asked. I was called into the office by a company official and he remarked - Quote - "We need people who like yourself had the desire to improve yourself and the gumption to go back to school and complete your high school. This is the type of people we in management are looking for."	

TABLE XXXV
(Continued)

I would like to comment also on the instructors, at least the ones I studied under. I feel the quality of my instructors was not just adequate but was outstanding. There is no question of their ability or their understanding. I will cherish my memories of the nights I spent at Maquoketa High School.	
I would like to thank all the people who had the foresight to install this program in our community. If there is any way I could be of assistance to this program, I would be delighted to help.	1
There was a lot of homework involved for working people, but I really feel this was necessary to get people thinking about the subject and absorb knowledge of the subject . Class discussions were very helpful in subjects I took.	1
I am very pleased that I was given an opportunity to finish high school and receive my diploma.	1
Sometimes our older children come home with the questions we are not able to answer - not only about sex but many things in general. This would be a good topic to discuss - such as the films they see. They ask questions about them we cannot answer correctly as we didn't see the films, such as the one on drivers education.	1
Pray for milder winter and better road conditions.	1
I think this program is a wonderful opportunity for anyone. I'm glad I was around while it was available.	1
Math would have been a great help to me in my line of work (machinist) However, modern math did nothing for me at all. This, of course, was a personal problem.	1
I would like to thank everyone connected with the program for doing a wonderful job.	1
I hope adult high school will continue and prosper. In this world of uncertainty, it is very wonderful to know that some people are willing to stick their necks out to give you a second chance. Thanks!!	1
The Adult High School Program has my whole hearted support.	1
We will be moving back in that area and I'd appreciate more information on returning to school for the subjects I listed. I'm very thankful I was allowed to graduate and receive my diploma. Thank you.	1
I do not believe that all the students should be graded alike. Some of the students work hard and some just goof off. At the end they all get the same marks. It just don't seem fair.	1

TABLE XXXV
(Continued)

It would be nice if they could have night school in Sabula. Only hope they continue to have a night school (even in Miles).	1
I'm glad I went back to high school, It had been twenty years since I left the hall of learning. Each passing year found me becoming less certain of my own convictions. Increasingly I was beginning to accept the popular view point that the present day students were brighter, keener of mind, much better informed than any age or crop of pupils had ever been. Indeed, I was awe struck by all the budding young leaders of tomorrow's world. Then I went back to school and was delighted to learn the present day students learn no more or come endowed with no more native intelligence than those of my day. The kids now days, like the kids of each age and time are still possessed of a cocksure, know it all, saviors of the world attitude. God bless them, may it be ever thus.	1
I think that the teachers were real helpful for the kind of people that took these courses.	1
I believe this covers everything very well, but I would like to say thanks to teachers and other personnel connected with this program. They have all done a wonderful job and have been very helpful.	1
The only comment I have is something that would help the program financially. I think you should check closer some of the non-tuition students because when I was going there were 3 going that I know for sure had a lot higher income than ours, yet they were non-tuition. I think for those who are able to pay, it is the best chance in the world for them to finish their education. However, when some are allowed to go non-tuition and can <u>really</u> afford to pay, I think it is really unfair. Please find a check for $10 for my shop class, enclosed. The reason this hadn't been paid before is because I was always going to write on this subject. Now that I have spoken my mind, I am willing to pay for the opportunity to attend the adult program. Please do not take it wrong, I am very happy to pay for this opportunity I had.	1
I would like to thank everyone in the Adult Evening High School for giving me the opportunity to finish my high school. It meant a great deal to me. I would also like to give a special thanks to Mr. X and Mr. Y for working so hard to make it all possible. Again, thank you.	1
*As an adult who had never attended even one day of high school, I had always felt that I was not capable of earning a high school diploma. I will always be grateful for the opportunity to work for and receive my high school diploma - at 32 years of age. Graduation days was a very proud day in my life. I would recommend, and do so at every opportunity, that everyone who has not completed his high school education take advantage of this wonderful program.	1

TABLE XXXV

The strain of re-entering school is very great. Some of us are not used to writing,or spelling, or of thinking of the subject (improved rate of reading). Encouragement is of vital importance - which I received from many.	1
Not in connection with Evening School! But I recommend college or any trade for any high school graduate.	1
I think the Adult Night School is a great thing for everyone. To the teachers and all persons who work so hard to make it work, I send my personal "thank you" for the job you are now doing. Keep up the good work.	1
The typing class was a post-graduate class which I was glad to be able to go back and take, as I didn't have time in my adult graduate course.	1
This is the greatest thing that has come to the city of Maquoketa.	1
No comments, except it could be better if students could finish their schooling in their home town instead of driving a distance to finish school. My wife and I enjoyed going to the Maquoketa school, however.	1
I feel that the Adult Evening School was a great opportunity for me. I also feel that I wouldn't have had the job I have now if it wasn't for the adult school.	1
I think it is wonderful that you can receive your high school diploma through night school. As of now, I haven't had to use it, but someday I might find it necessary.	1
I enjoyed the class and training very much.	1
*I don't happen to believe that you received returns from all the 111 adults who graduated in '68. Why the mimeographed letter?	1
Without this diploma I most likely would have been unable to get a job at Iowa Mutual.	1
Mr. X, thank you for your terrific job and also special thanks to all the teachers and everyone involved in making A.E.H.S. a success. Keep up the good work! Jackson County has something to really be proud of.	1
TOTAL RESPONDENTS	104

* I should explain this comment. You will note that the third letter was duplicated and sent to several of the remaining non-respondents. The letter states <u>you</u> are the only one not responding. This respondent was sharp enough to question the need for a duplicated letter if she were the only non-respondent left. Actually of course, we were thinking in terms of a plural you, whereas she was thinking in terms of a singular you.

The responses of the graduates to the last question requesting additional comments speqks more eloquently of their feelings than I could convey. It again shows the importance of a high school education and diploma to these adults. I wonder how deeply some of these people must have been hurt when they were forced to drop out of school?

It would seem that while programs of this type are a necessity as a remedial procedure, preventative measures need to be taken in day school to correct the "drop-out" problem we have today. Perhaps the answer can be found in individualized programs of study, better curriculums, etc. Wherever the answers are to be found, we had best be searching for them.

CHAPTER III

SUMMARY-CONCLUSIONS-RECOMMENDATIONS

Summary:

As was stated in Chapter I, the purpose of this follow-up study was to further evaluate the Jackson County Adult Evening High School Completion Program to determine if programs of this type are justified. If they are, then programs of this type ought to be continued, expanded, and additional ones started.

The findings of this study, as reported in Chapter II, leave little doubt as to the value of this type of program to adults who have not completed their high school education and to society as a whole.

Conclusions:

Upon the basis of this follow-up study, I would draw the following conclusions:

1. Age or sex are not deterrent factors to adults desiring to complete their high school education.

2. Whatever benefits these students receive in a program of this type, benefit the local communities, as these adults tend to remain in their respective communities. Those who do move benefit their new communities by being better educated and better employed than they would have been prior to graduation.

3. Being head of the household is not a deterrent to graduating from this program if the desire and courage of the adult is sufficient.

4. Marriage and families need not deter adults from completing their high school education if the desire and courage is there.

5. Work or housework need not keep adults from enrolling, unless the work would be of a night-shift variety.

6. Additional employment benefits, such as promotions, job changes, increased incomes accrue to a significant number of adults who complete their high school education. Some of these benefits are immediate. Others will receive benefits of this type later.

7. Other benefits, such as pride of accomplishment, self-satisfaction, more confidence in themselves, admiration of others, self-respect, being better citizens, better informed adults, opportunities for further education, and benefits too numerous to repeat here are experienced by these adult graduates.

8. A significant number of these graduates plan to continue their education at either the high school or post-high school level. For most adults, this training will have to be available in the evenings and within reasonable commuting distance.

9. Nearly all, if not all, adult graduates of programs of this type would recommend programs of this type to other non-graduates. There reasons will be varied but the depth of their feelings about completing their high school education and receiving a regular high school diploma are readily discernable in their comments.

10. Most of these adults feel that the amount of work required for graduation was about the right amount.

11. Nearly all of these adults speak highly of their teachers and feel the quality of instruction was very good or excellent.

12. Comments on ways to improve the program should help some teachers in the program assess some of their teaching practices. Many of the comments were of a complimentary nature as well. so do not serve too well as constructive suggestions for improvement.

13. Most students felt that any or all required or elective subjects to be helpful. Those who made choices did so primarily on a personal like or dislike basis.

14. The frequency, detail, and content of the additional comments made shows the depth of the feelings of adults and the importance of a high school education and diploma in their lives. The fact of not having completed a goal in life, social and emotional implications of not finishing high school when they should have, are revealed in their comments. Schools would do well to consider these things before embarking on policies which may tend to create more dropouts.

Recommendations:

As a result of this study, I would make the following recommendations:

1. That this program be continued, and every effort be made to recruit additional students in need of a high school education.

2. That federal, state, and local agencies do all they can to secure the financial resources needed for these programs. Local sources are not enough when establishing new programs.

3. That programs of this type be extended to include all areas of the state and nation.

4. That high school graduates continue to be allowed to take additional subjects in this program as long as their interest in doing so persists.

5. That area schools and colleges bring additional educational opportunities to the adults by providing evening classes within a reasonable driving distance of these adults. These opportunities should include classes for college credit, as well as interest courses and vocational -technical courses. The desire for more training is evident.

6. That schools begin to resolve the present drop-out problems within the day-school programs by experimenting with better individualized programs of study, better curriculums, etc. If the present rate of drop-outs in high school continues, programs of this type will always be needed. The extent of emotional damage that can be done by forcing someone to dropout of school is revealed in their comments.

Two additional questionnaires were returned too late to be included in this tabulation. Had we been able to wait for these last two, we would have had a total of 108 questionnaires returned out of the 111 that were sent. Only three of the graduates would have failed to respond.

EXHIBIT A-1 (FACSIMILE)

___ Yes, I want a copy of the results of this follow-up study.

Follow-up Questionnaire
Graduates--Class of 1968
Jackson County Adult Evening High School

General Information:

NAME: _____ _____ _____
Last First Middle

PRESENT
ADDRESS: _____ _____ _____
RFD BOX STREET

_____ _____ _____
CITY STATE ZIP CODE

Present age: _____ Sex: _____
in years M or F

Head of Household: Yes_____ No ____

Marital Status: Single_____ Married____
Divorced_____ Widowed___ Separated__

If married at any time, the number of children in your family: 18 yrs or below___
19 yrs or above___
Total children in Family___

*Check one classification below which best describes your present status:

Housewife (not working for wages)_____
Part-time worker (regularly work part-time ___
Full-time worker (regularly work full-time _____
Unemployed worker(temporarily out of work) ___
Disabled (cannot work) _____
Other classification not listed above (Please be specific): _____

* Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife, as used here, indicates you do not work for wages at all.

QUESTIONS:

1a. Were you employed at the time you enrolled in the Adult Evening School? Yes____ NO____

1b. If yes, was this part or full time work? Part-time ____
Full-time____

1c. If yes, by whom were you employed?_____

1d. If yes, give type of work or job description of the work._____

2a. Are you employed at the present time? Yes____NO_____

2b. If yes, is this part or full-time work? Part-time_____
Full-time_____

2c. If yes, by whom are you presently employed? _____

2d. If yes, give type of work or job description of the work._____

3a. Have you had a change in jobs or a promotion on the job since enrolling or graduating from the Adult Evening High School Program? Yes___
No___

3b. If yes, has this change or promotion been a direct or an indirect result of your attending and graduating from the Adult Evening School Program?
Direct result ___
Indirect result ___
Not related to schooling ___

3c. If yes, did your income also increase as a direct or indirect result of your completing the Adult Program? Yes___
No___

4a. Have you benefitted in any other ways, (other than job promotion or change of jobs), by attending and graduating from the Adult High School Program? Yes___
No___

4b. If yes, in what other ways have you benefitted? _____

5a. Do you plan to continue your education beyond high school? Yes___
NO___

5b. If yes, what type of training or education do you plan to continue with?

5c. Where (what school) do you plan to attend to obtain this training? _____

6a. Graduates are now permitted to enroll in the Adult Program, but were not allowed to do so at the time you graduated. Would you be interested in taking additional high school subjects? Yes___
No___

6b. If yes, which subjects would you be most interested in studying? _____

7a. Would you recommend that any adult who did not complete his/her high school education do so by attending the Adult High School Program? Yes___
No___

7b. If yes, why? _____

7c. If no, why not? _____

8. In your opinion the amount of work required for graduation was:

Too much ___
About right ___
Too little ___

9. In your opinion, the quality of instruction you received in the Adult High School Program was:

Excellent ___
Very good ___
Good ___
Fair ___
Poor ___

10. List any ways in which you think the Adult High School Program could be improved for adult students. _____

11. In completing the following statements in 11 and 12 please confine your choices to subjects that you studied in the Adult High School Program. Required subjects were: English 10 & 11, Math, Science, American History, and Government. Electives would be any other subjects. If you do not feel any one subject was most or least helpful - check box in 11c and 12c.

11a. List the one required subject you studied in this program that has been the most valuable (helpful) to you. _____

11b. List the one required subject you studied in this program that has been the least valuable (helpful) to you. _____

11c. I do not feel any one required subject was most or least helpful. ☐ (In other words, all subjects I took were helpful.)

12a. List the one elective subject you studied in this program that has been the most valuable (helpful) to you. _____

12b. List the one elective subject you studied in this program that has been the least valuable (helpful) to you. _____

12c. I do not feel any one elective subject was most or least helpful. ☐ (In other words all subjects I took were helpful.)

13. At the time you were enrolled were you a tuition or a non-tuition student?

Tuition ___
Non-tuition ___

14. If you have any other comments that you would care to make that may not have been covered by the questionnaire, you may make them here.

_____

_____

_____

_____

EXHIBIT 3-(FACSIMILE)

Jackson County Adult Evening High School Completion Program
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1968:

It has been a little less than a year since you received your high school diploma, earned in the Adult Evening School Program. Even though you have graduated, we are still interested in you and what you are doing.

You can be of great assistance to us if you will complete the enclosed questionnaire and return it to us in the enclosed self-addressed, stamped envelope.

This will help us to evaluate our adult program through the experiences and eyes of our graduates. This is truly the "acid" test or evaluation of our program.

As you are probably aware, the class of 1967 completed and returned a similar questionnaire. A 100% return was achieved. The results of this study were published in a handbook on hearings before the general subcommittee on education of the Committee on Education and Labor. It is hoped that the class of 1968 will also respond 100% and its results similarly published.

You may be assured that the information obtained through this study will be used for program evaluation purposes, and that no names will be used in reporting the results of this study.

We do ask that you answer the questions completely and honestly, so that the study will be as valid as possible. Your participation in this study may well determine not only the continuation of this program, but the establishment of similar programs throughout the country.

Please complete and return the questionnaire now! A delay may mean more and unnecessary expense to our program.

If you would like a copy of the results of this study, please check the box at the top of the questionnaire and a copy will be sent to you as soon as the study is complete.

I thank you in advance for your prompt return of this completed questionnaire and I hope this letter finds you in the best of health and circumstance.

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

Sincerely yours,

James R. Gran, Administrator

P.S. Someday we would also like to do a 3 or 5 year follow-up study of our graduates, so if you should have a change of address at some future date, we would appreciate your notifying us of any change in name or address.

EXHIBIT C
SECOND LETTER
(FACSIMILE)

Jackson County Adult Evening High School Completion Program
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 1, 1969

Dear Graduate of 1968:

We have not received, as yet, the questionnaire which was mailed to you about two weeks ago, and we miss and need your response.

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by sending us your completed questionnaire as soon as possible.

In case you have inadvertently misplaced or lost the first questionnaire we are enclosing another one along with a self-addressed stamped return envelope.

Your participation in this study is most important since many of the decisions affecting this program as well as others will be based upon the results of this study.

So wont you please take a few minutes of your time to complete and return this questionnaire? Thank you for helping us make this study complete.

Sincerely,

James R. Gran
Administrator

JRG:rp

Enclosures:
1-self addressed stamped envelope
1-questionnaire

EXHIBIT D
THIRD LETTER
(FACSIMILE)

Jackson County Adult Evening High School Completion Program
607 West Summit Street
Maquoketa, Iowa 52060 Phone: 652-3213

March 15, 1969

Dear Graduate of 1968:

Of the 111 adults who graduated with the class of 1968, all have returned their completed questionnaires except you.

Wont you please make the study 100% successful be completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:rp

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

ERIC Clearinghouse
MAY 8 1969
on Adult Education